COLLEGE OF MARIN ENROLLMENT MANAGEMENT

Background
In August of 2010, the College of Marin’s Academic Senate and Administration signed a Memo of Understanding (MOU) that intended to reflect a mutual understanding that the Education Master Plan and department, discipline or program blueprints should inform decisions regarding the frequency, time and day of courses offered through a college-wide Master Schedule. The Statewide Academic Senate paper entitled “Enrollment Management Revisited” adopted in 2009 largely influenced this document. As such, it embraces the philosophy that “courses are selected and scheduled to meet students’ needs with emphasis on the current students and ensuring their success and goal attainment.” It is also grounded in the idea that “enrollment management should be a collaborative effort, primarily involving faculty and administrators.”

At COM, some initial work was accomplished regarding the Master Schedule and the Department Blueprints but progress was paused due to a change in administrative leadership. Now it must resume. However, given the heightened emphasis on enrollment management, we have reviewed, revised and refined this MOU as follows.

MEMO OF UNDERSTANDING REGARDING
A SHARED GOVERNANCE APPROACH TO ENROLLMENT MANAGEMENT

Guiding Principles for this endeavor include:
- A focus on student access, student success and the quality of programs and services; a holistic approach.
- A recognition of the multiple missions of the college system and a commitment to the local balance as determined through participatory governance.
- A commitment to using qualitative and quantitative data to inform decisions.
- A recognition of fiscal and facilities realities.
- A compliance with regulations.
- A recognition that student retention, student persistence and student success are linked and are some of the measures that can be used to evaluate effective enrollment management plans.

I. Definition of Terms
   a. What is a Department, Discipline, or Program Blueprint?
      A Department Blueprint is the set of the courses that a particular department, discipline, or program plans to offer over a two-year period that reflects area goals as outlined in the Education Master Plan and that supports students to complete a student pathway in a timely manner. Faculty members in each department, discipline, or program are responsible for developing a blueprint according to what they consider the optimum plan for offering courses. As such, a blueprint helps to insure that students can meet their academic goals in a reasonable amount of time. Emphasis should be given to courses required to move students through basic skills into the collegiate curriculum, for transfer, COM degrees, certificates, or to move successfully into the labor market. The Vice President of Student Learning (VPSL), working with the Enrollment Management Committee (EMC)
uses the Blueprint to create the Master Schedule of all courses within a particular pathway.

b. **What is a Student Pathway?**
A Student Pathway serves as the blueprint for a cohort of students whose goal is to achieve a degree, certificate, or transfer from the College of Marin. As an example, students wishing to transfer in a particular field of study must take a series of courses to meet the transfer requirement. COM maps out courses to meet this demand over a specific period of time. The type of students involved, such as evening students or part-time day students, also determines student Pathways. Blueprints and pathways must also consider student need at both campuses and alternative instructional locations. Feedback from students should be considered in establishing the blueprints.

c. **What is a Master Schedule?**
The Master Schedule uses the department, discipline or program blueprints to coordinate the offering of all courses within a particular pathway. The college-wide Master Schedule goes beyond the coordination of course offerings within disciplines and provides coordination across the entire pathway. A college-wide Master Schedule:

1) Is student-need based and makes it possible for students to take a full load of courses and complete their program within a reasonable amount of time,
2) Mitigates underutilized college facilities by balancing classes across a block schedule,
3) Focuses on the outcomes of each pathway in planning course schedules,
4) Offers faculty, deans, and the Vice President of Student Learning an opportunity to review the entire schedule in relation to ease of student completion, use of space, and impact on the efficient functioning of each pathway.

d. **What is a Schedule of Classes?**
A Schedule of Classes defines the specific time and day courses are offered. The Schedule is planned for the three semesters, fall spring and summer but produced each semester. The Annual Schedule of Classes is approved by the Planning and Resource Allocation Committee each spring. PRAC then forwards these recommendations to the President.

II. **Roles and Responsibilities**

a. **Departments/Department Chairs**
It is within the purview of the COM faculty from each discipline or program, led by the department chair, to develop the blueprint for their department, discipline, or program. Review of the Blueprint is an ongoing process open to modification and improvement. The Blueprint should be revisited and potentially revised every two years based upon program reviews, student success data, certification
requirements, student enrollment and college resources. Chairs will review the Master Schedule before it is submitted to the VPSL.

b. **Counselors**
Counselors will develop the Student Pathways in collaboration with department chairs and will be shared with discipline faculty. Once chairs, counselors and discipline faculty have completed the pathways, they will be shared with the Enrollment Management Committee to help guide their work. These pathways will inform the final blueprints, the Master Schedule and the final Schedule of Classes. Counselors will review the Master Schedule before it is finalized by the VPSL.

c. **Deans**
Deans will review blueprints and pathways before they are submitted to the Enrollment Management Committee. They will also review the Master Schedule before it is finalized by the VPSL.

d. **Enrollment Management Committee (EMC)**
Based on their review of the blueprints and pathways the Enrollment Management Committee will create the Master Schedule.

1) **Who serves on the Enrollment Management Committee**
The EMC shall include the VPSL, managers, OIM staff, and faculty, including department chairs and counselors, selected on the basis of their knowledge of the pathways and students’ educational plans. Managers serving on the Committee will be selected by the VPSL for two-year terms. Faculty members, including counselors will be selected by the Academic Senate President with the consent of the Senate and will serve for two-year terms.

e. **VPSL**
The VPSL shall work with the EMC to develop the Master Schedule, finalizing it after it has been vetted by the Chairs, Counselors and Deans. The EMC shall submit the finalized Master Schedule to PRAC for approval. Once approved, the VPSL shall work with OIM to create the Schedule of Classes for the pertinent semester.

f. **PRAC**
Reviews the Master Schedule and forwards its recommendations regarding the allocation and/or reallocation of units to the President for final approval.

g. This MOU in no way empowers the District to assign unit members additional work not authorized by the CBA.
III. Process

1. When preparing the Blueprint for their department, discipline or program, the chairs and the department faculty should determine criteria for a well-balanced schedule that efficiently allows students to reach their educational goals. The criteria are based upon the guiding principles prepared by the Academic Senate. The Blueprint clearly lays out a sequence of courses over a two-year timeframe. Emphasis should be given to courses required for transfer, COM degrees, and Career Education Certificates. Attention should be given to expanding key course offerings over a broad set of scheduling blocks. Particular attention should be given to late afternoon and night blocks over the course of the week so that evening students can schedule a larger load of courses.

2. In conjunction with the work above, Educational Pathways that meet the needs of SB 1440 degrees for transfer and other AA or AS degrees, particular cohort-based groups, Career and Technical Education programs and major academic or vocational strands will be developed by counselors in collaboration with department chairs and discipline faculty. These Pathways will be shared with the Enrollment Management Committee to help guide their work.

3. For each semester in the two-year sequence, departments, disciplines, and programs will create an overview or grid of their courses showing times and the course purpose, e.g. major requirement, prerequisite, IGETC area, etc.

4. Deans will collaborate with the departments in order to avoid scheduling conflicts with key courses.

5. The deans will review the blueprints, which will be submitted to the VPSL and the EMC. Deans may make recommendations to department, discipline or program faculty but the final decision regarding the Blueprint plan that is submitted to the VPSL and the EMC rests with the faculty.

6. The VPSL working with OIM and the EMC will prepare the college-wide Master Schedule using information from Banner and the department, discipline, or program blueprints and will identify transfer courses (major prep, GE, IGETC, CSU/UC), degree, career courses (certificates, external certification requirements), and COM major requirements. The EMC will aggregate and assess scheduling conflicts for all departments, disciplines, or programs and working with chairs and deans, make corrections to scheduling as needed.

7. The college-wide Master Schedule will be available for review and comment by the counselors, department chairs, and the deans before submission to the VPSL.

8. The Master Schedule once finalized by the VPSL will be distributed to department chairs and deans. The establishment of the final Master Schedule is an aspect of the scheduling responsibilities of the administration.
9. The Master Schedule will be submitted to the Planning and Resource Allocation subcommittee on unit allocation to assess unit allocation needs.

10. Additional allocation of units may be recommended to PRAC by its subcommittee that looks at additional unit requests from Program Review in order to meet the Master Schedule requirements. (Departments, disciplines, or programs will address their Blueprint requirements when requesting a complement of units during the Program Review process.)

11. PRAC reviews the Master Schedule and forwards its recommendations regarding the allocation and/or reallocation of units to the President for final approval.

12. OIM will prepare reports about adherence to blueprints and provide these reports to the Academic Senate and the VPSL on an ongoing basis.

IV. What will be the recommended criteria when considering the allocation or reallocation of units?

All departments, disciplines, or programs should justify the offering of courses according to the following criteria:

- The core Mission of the College (Basic Skills and ESL, CTE, Degree Completion and Transfer)
- Program Review and SLO assessment data
- Longitudinal Enrollment Data
- Emerging occupational and academic opportunities
- First-Time Student Data (Educational Goals/Academic Preparation
- Student surveys
- Scheduling surveys
- Student retention and success data
- Innovative teaching strategies including Learning Communities
- Courses and units included on the blueprint
- Courses and units for sequenced Basic Skills and ESL courses
- Courses that fulfill major prep*
- Courses that fulfill GE transfer requirements*
- Courses that fulfill career certificate requirements*
- Courses that fulfill COM degree requirements*

*Requires historical data or other documentation of students’ actual interest

V. Emergency Unit allocation

Prior to the start of a semester, 25-30 units in a special “reserve fund” within the operating budget will be given to the VPSL to use at his or her discretion in order to allocate additional units on a temporary basis in response to enrollment need and fluctuations. These allocations are not permanent.
VI. How will this process be followed, monitored, or evaluated?
The District faculty, administration, and Board of Trustees are committed to honoring recommendations that come from this process. The process will be transparent and thus allow input from constituent groups. Blueprints will be evaluated using student data, Program Reviews, and other assessment tools. The EMC will provide an annual evaluation of the process and make recommendations to the Academic Senate and the Planning and Resource Allocation Committee (PRAC).

Procedure for Allocation, Cancellation, Appeals/Restoration, and Reallocation of Units

At the College of Marin, the allocation, cancellation, and restoration of units were traditionally determined by forces outside broad goals and objectives. The process was often based solely on prior practice and did not account for findings from longitudinal data, changes in student needs and goals, or program reviews. As a result, we were often unable to support experimental courses, offer courses at nontraditional times, or adhere to Department Blueprints.

The Academic Senate and the Planning and Resource Allocation Committee believe strongly that the disbursement of units should be governed by a data-driven procedure that takes into account the long-term goals and objectives of the College in general and the programs specifically. We are proposing that an allocation, cancellation, appeal/restoration, and reallocation process be implemented and followed in the following manner:

1) Allocation
The allocation of units for each program will be determined by the Planning and Resource Allocation Committee and will be based upon, but not limited to, the College’s Strategic Priorities, program review, and any relevant longitudinal data. Programs are invited via program review to submit any data they feel supports their unit allocation. Although the allocation of units pertains to a particular discipline, college-wide priorities will also influence the allocation of units.

2) Cancellation
The decision to cancel a course will include the following factors (not prioritized):
   1. Whether the course is essential for certification, degree, or transfer
   2. A capstone course or a sequential course needed for a certificate, degree, or transfer
   3. Its priority level, e.g. a foundation course versus an elective
      a) Transfer Courses:
         Level 1 – Includes required math and English for transfer
         Level 2 – Required CSU transfer course where CSU limits choices
         Level 3 – Required for top 10 majors of our transfer students
         Level 4 – Required for other majors
         Level 5 – IGETC electives but not required for majors
      b) Career and Technical Education (by priority level)
      c) Basic Skills and ESL (by priority level)
      d) Cultural Enrichment (by priority level)
4. Attempts to offer the course at a non-traditional time or day/s
5. Attempts to offer experimental course
6. Attempts to start or build a new program or track (example is the building of a transfer or AA/AS GE track at IVC).
7. Need to fill full-time load

The decision to cancel a course is at the discretion of the VPSL and the area deans.

3) **Appeals and Restoration**
Departments must appeal in order to keep canceled units if the course is canceled two successive times it is offered. Without an appeal, canceled units from a discipline’s semester allocation will be reallocated to other disciplines after the course is canceled two successive times. The appeals process will commence upon written notice to the department chair and the dean prior to scheduling for the next semester.

**Appeals Process**
A department can appeal to the Planning and Resource Allocation Subcommittee on unit allocation to have canceled units returned in the following manner:
1. The Department Chair provides a written appeal and justification to the Division Dean/Director.
2. The Division Dean/Director reviews and provides a recommendation to the VPSL, the co-chair of the Planning and Resource Allocation.
3. The VPSL brings these appeals/justifications and recommendations to the Subcommittee on Unit Allocation.
4. The Subcommittee considers them based on Program Review requests, findings, and an established rating rubric.
5. The subcommittee will rate the appeal, along with all other requests, and submit a recommendation to the Planning and Resource Allocation Committee.
6. The Committee will review the Subcommittee’s recommendation and will forward its findings/recommendation to the VPSL.
7. The VPSL will be responsible for informing all parties, including departments that have appealed the loss of units, of the unit allocation changes resulting from the appeals process. This notification will occur no later than the notification of the unit allocation during the scheduling process.
8. Recommendations can include restoration of the units pending implementation of agreed-upon modifications to the course/s, changes in times/dates or site of the course/s, or reallocation of the units to other programs.

**Written Appeal and Justification**
A department should include the following in its written appeal:
1. The reasons why the class was canceled and the number of units.
2. How this course or courses fit the Program’s Blueprint.